



CEC 24 Data Consultation

Office of District Planning

August 25, 2026

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ABOUT DISTRICT PLANNING

Office of District Planning Overview

The Office of District Planning (ODP) is part of the First Deputy Chancellor's division within NYC Public Schools.

- ODP partners with school communities, Community Education Councils, Superintendents, NYCPS partner offices, and other stakeholders to assess district needs and priorities through our annual District Planning Process.
- This process includes creating annual strategic plans to identify and address local needs, priorities, and opportunities and be responsive to all families across the city, in close partnership with Superintendents.
- ODP has borough-based planning and analytics teams that manage the engagement, analysis, and potential proposal development that this process entails.

Community Engagement is a key part of the District Planning Process

- We seek to engage in meaningful dialogue with all stakeholders in order to develop proposals that address local needs and priorities.
- Working closely with Superintendents, CECs, and school communities allows us to have authentic conversations about needs and partner to develop potential solutions.
- ODP is committed to:
 - Ensuring all voices are heard, early in the process;
 - Providing transparent and accessible information so that community members can be full participants in the planning process; and
 - Engaging communities through discussion about district needs and potential ways to address them throughout the process

Chancellor's Regulation A-190 governs the public review process for any proposal resulting in a significant change in school utilization.

- These changes include co-locations of new or existing schools, school re-sitings, grade reconfigurations, school mergers, and school closures.
- For any school utilization proposal, ODP is required to:
 - Publish an **Educational Impact Statement** (EIS) and, where applicable, a **Building Utilization Plan** (BUP) no later than six months prior to the start of implementation and at least 45 days before the intended PEP vote;
 - Convene a **Joint Public Hearing** (JPH) with the CEC and affected school communities between 30-45 days from when the EIS is issued;
 - Publish a **Public Comment Analysis** (PCA) the evening before the scheduled PEP vote; and
 - Arrange for the **PEP to vote** on the proposal.

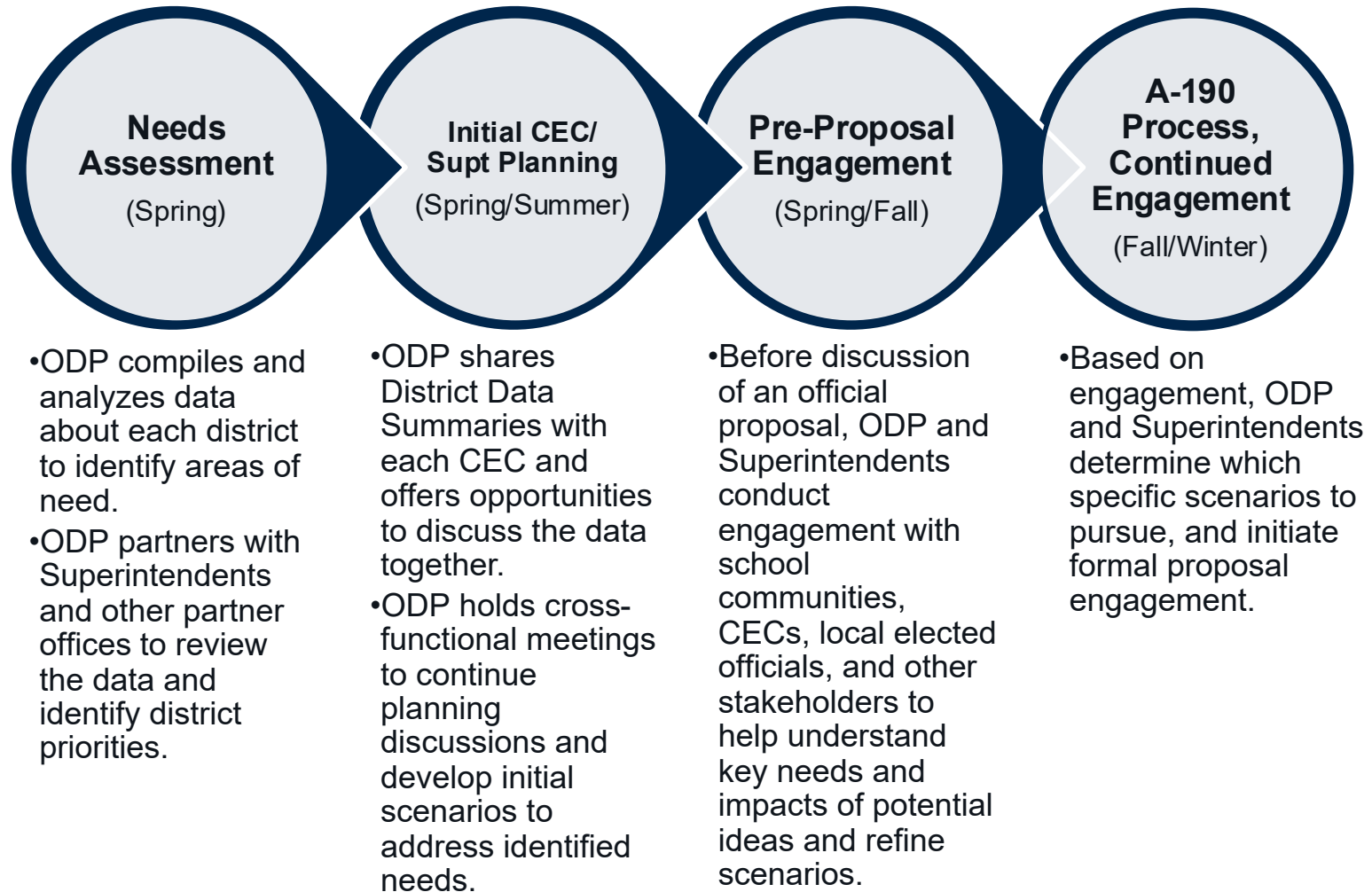
What is a School Rezoning? (A-185)

- Rezoning is a collaborative process where the geographic areas of school zones are changed and/or new zones are created, as governed by Chancellor's Regulation A-185.
- ODP and the Superintendent develop rezoning plans in partnership with the CEC and school communities.
- The CEC votes on rezoning proposals for their respective Community School District.

What Can Rezoning Accomplish?

- Rezoning is an important lever for improving educational access and learning conditions.
- Rezoning can:
 - Create a zone for a new school option
 - Increase access to high quality schools
 - Increase diversity in or across zones
 - Alleviate overcrowding
 - Equalize or balance utilization across buildings

2026-2027 District Planning Process

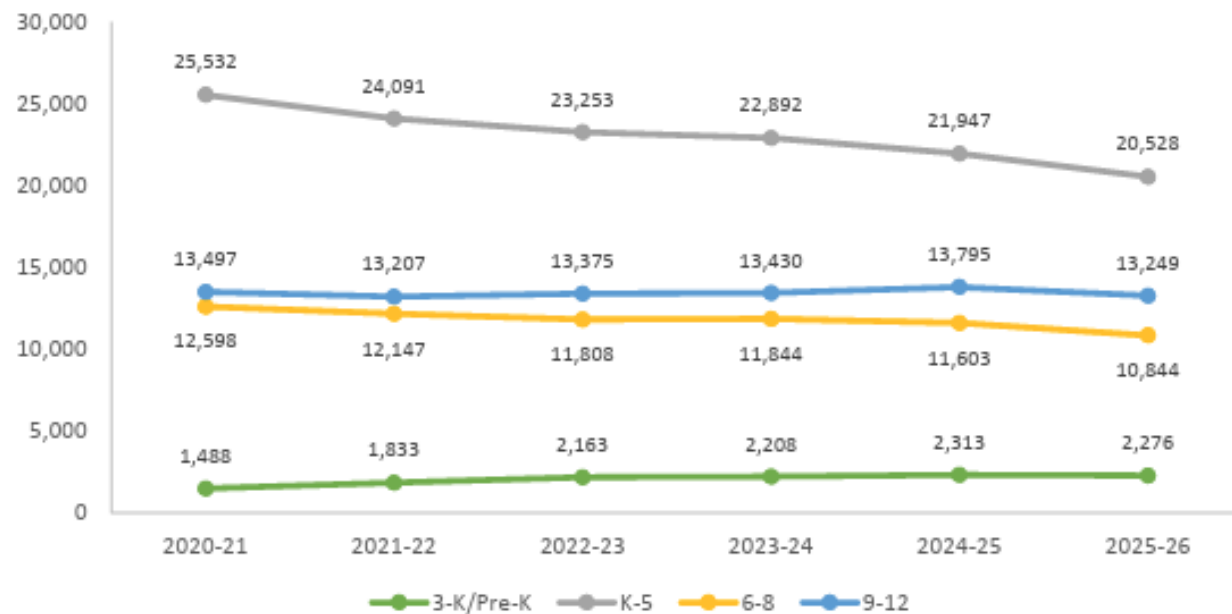


DATA SUMMARY HIGHLIGHTS

District 24 Elementary School Enrollment Trends

- Between 2020-21 and 2025-26, K-5 enrollment in District 24 schools decreased by 20%.
 - This decline is driven by a 13% decline in District 24 K-5 residents but also an increase in residents choosing to enroll in charter schools or enrolling in District 75 and District 79 programs.

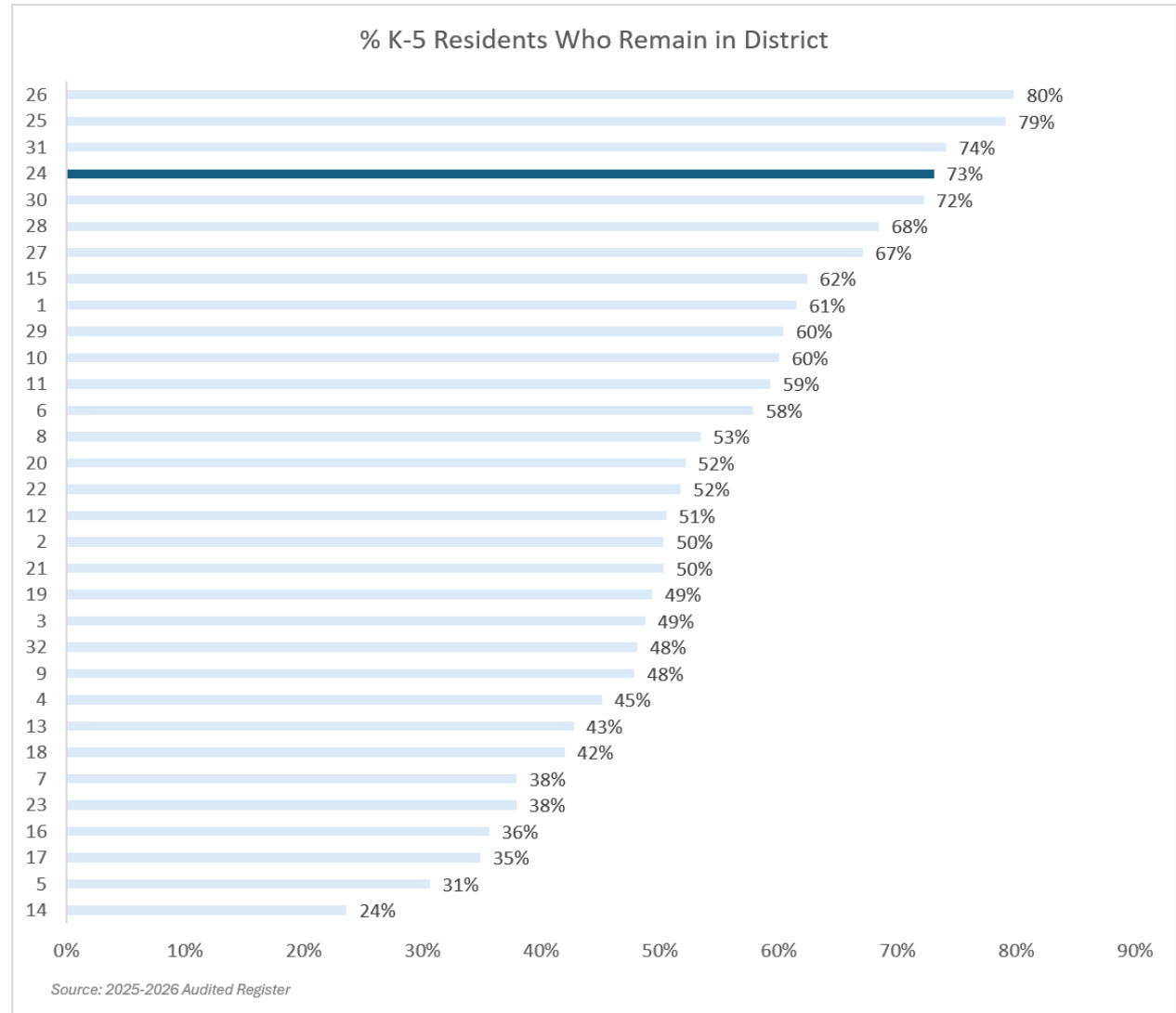
District 24 Enrollment by Grade Level and Year (District Schools Only)



Source: Audited Register, preliminary for 3-K and pre-K for 2025-26; includes enrollment in district schools only

District 24 District Elementary School Retention

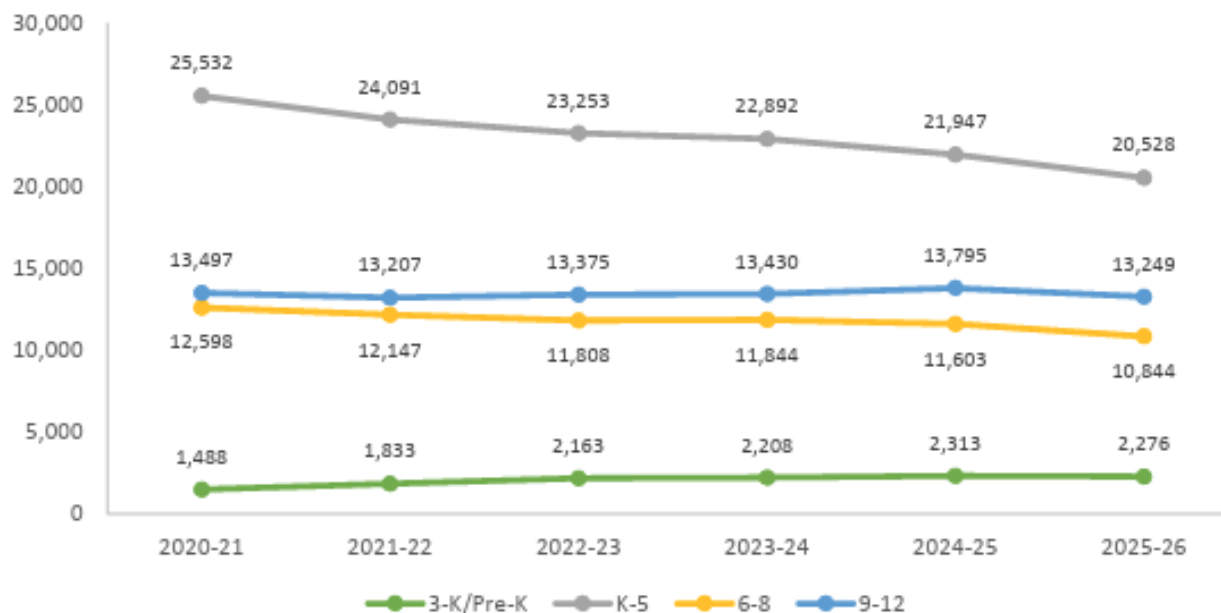
- District 24 has the 4th highest percentage of K-5 residents staying within the district for elementary school (**73%** compared to the **citywide average of 53%**).
- 6% of K-5 residents enroll in non-public schools, and 7% enroll in other D1-32 district schools. 11% enroll in charter schools.



District 24 Middle School Enrollment Trends

- Between 2020-21 and 2025-26, District 24 middle school enrollment decreasing by 14%.
 - This decline is partially driven by an 11% decline in District 24 6-8 residents but also an increase in residents choosing to enroll in charter schools or enrolling in District 75 and District 79 programs.

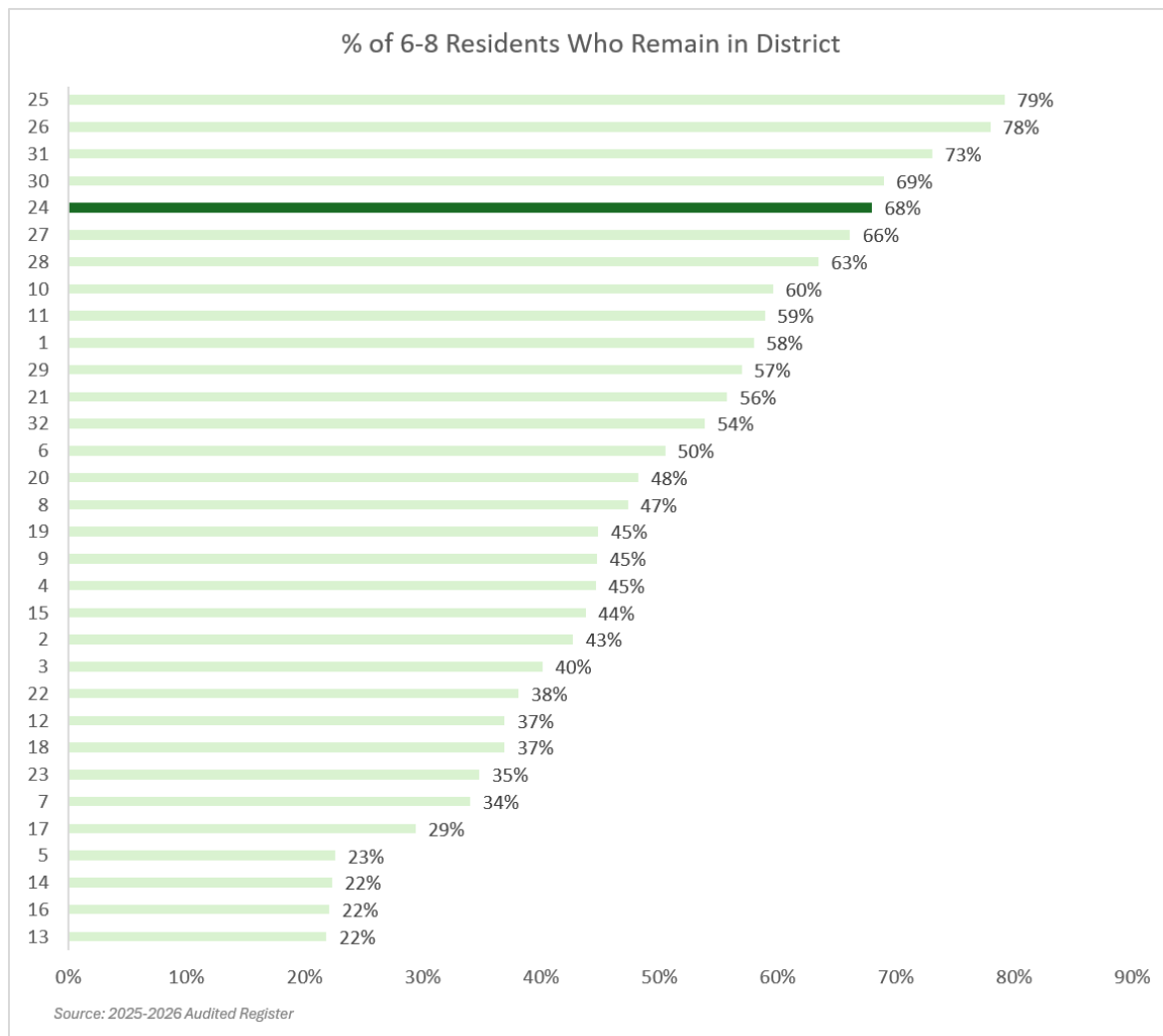
District 24 Enrollment by Grade Level and Year (District Schools Only)



Source: Audited Register, preliminary for 3-K and pre-K for 2025-26; includes enrollment in district schools only

District 24 District Middle School Retention

- District 24 has the 5th highest percentage of 6-8 residents staying within the district for middle school (**68%** compared to the **citywide average of 48%**).
- 12% of residents enroll in other D1-32 district schools and 12% also enroll in charter schools. Only 6% enroll in non-public school options.



District 24 Enrollment vs. Capacity

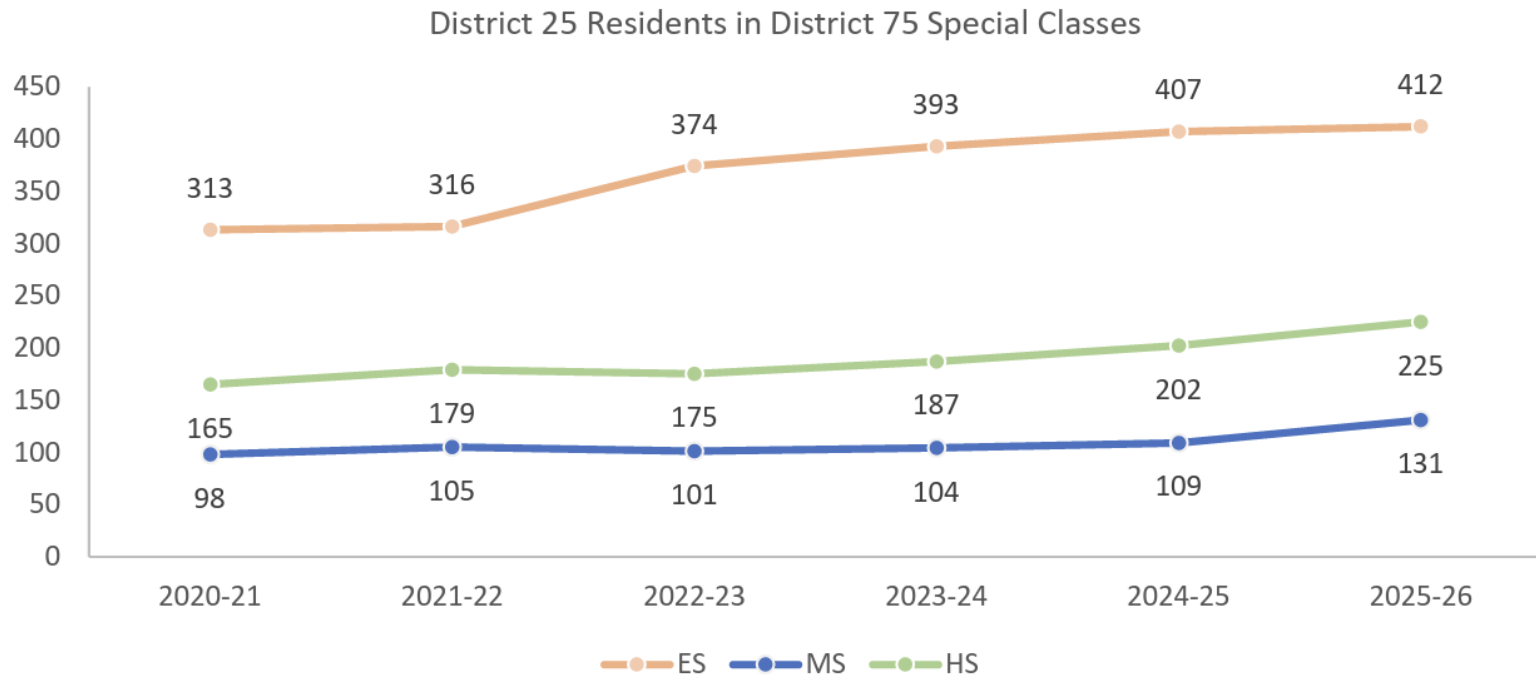
District 24	2025-26 Seats	2025-26 Enrollment	Excess Seats
Elementary School	22,601	20,528	2,073
Middle School	13,087	10,844	2,243

- New building **Q340** will open in September 2026 with **451** seats.
 - This building will house **new elementary school P.S. 437Q (24Q437)** phasing in over the next several school years.
- There are excess elementary and middle school seats across the district
 - The largest excess of elementary seats is found in the Corona, Lefrak City, and Elmhurst neighborhoods (1,846). There is a small elementary seat deficit in the Glendale and Ridgewood neighborhoods (-88).
 - The largest excess of seats on the middle school level is found in the Maspeth and South of Woodside neighborhoods (1,065) and the Glendale and Ridgewood neighborhoods (1,156).

Source: Enrollment from 2025-2026 Audited Register and grade-level capacity estimated for 2025-2026

District 24 District 75 Students

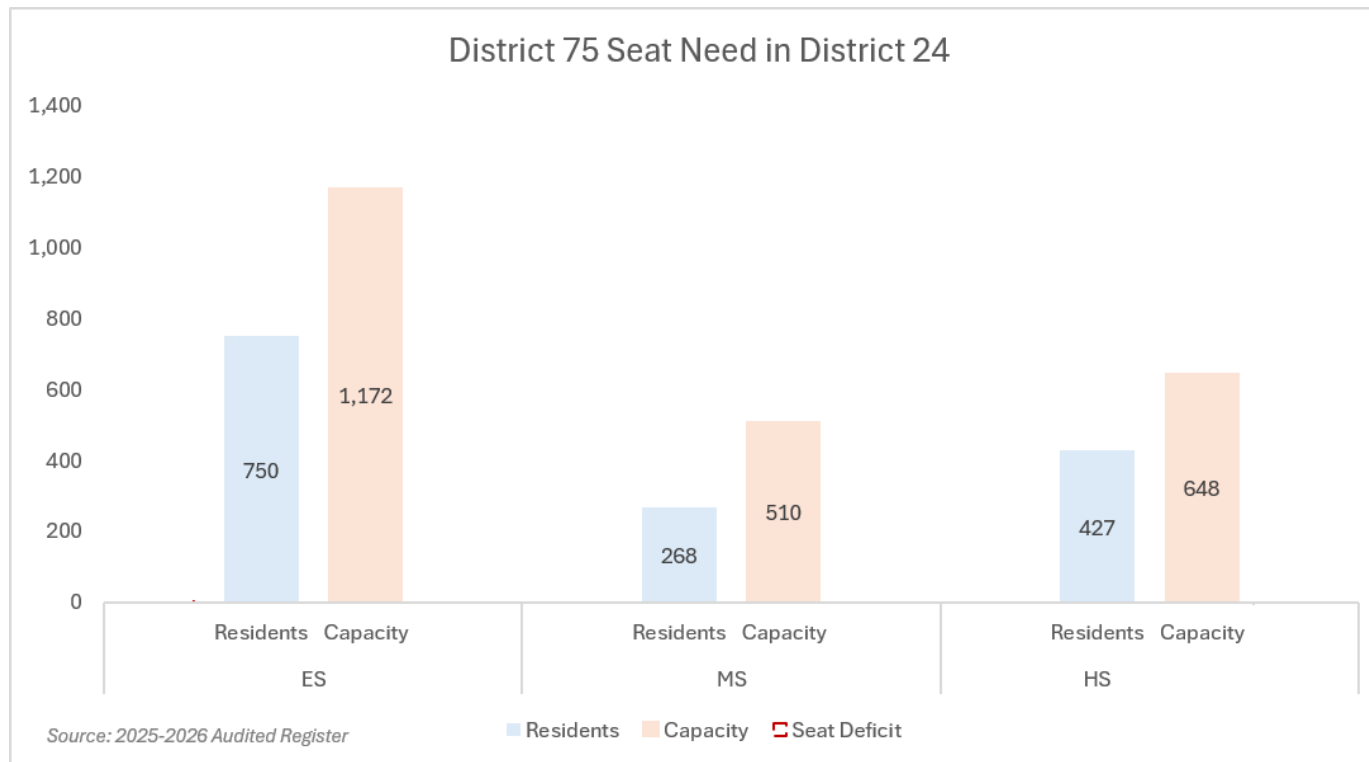
- There was an increase in District 75 residents across the elementary, middle, and high school levels in District 24 over the past five years.



Source: Audited Register

District 24 District 75 Students

- There is currently no District 75 seat deficit at the elementary, middle, or high schools level in District 24.
- However, we continue to explore opportunities to open new District 75 programs in buildings with sufficient excess space to reduce travel times and provide opportunities for students to attend school closer to home.



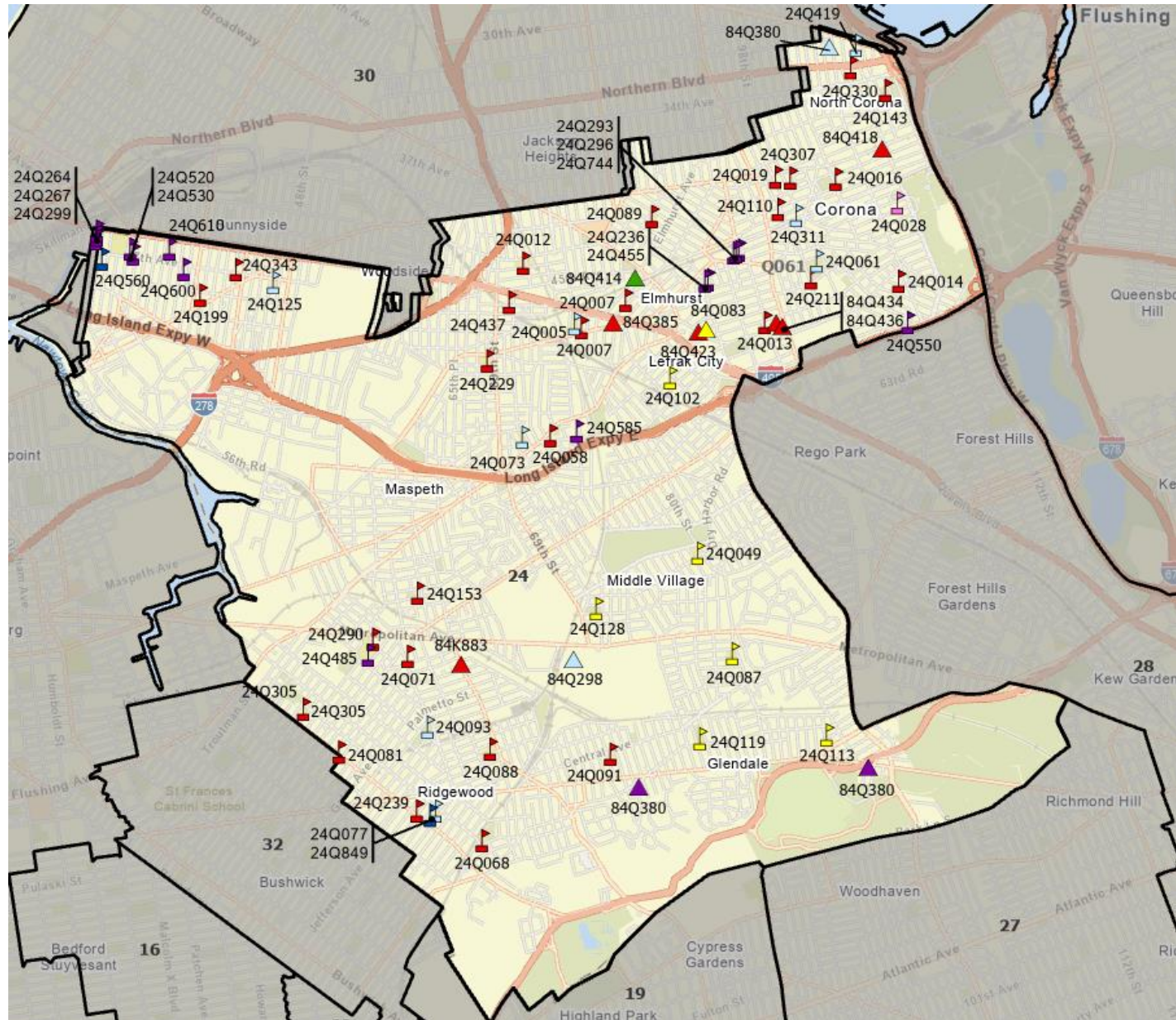
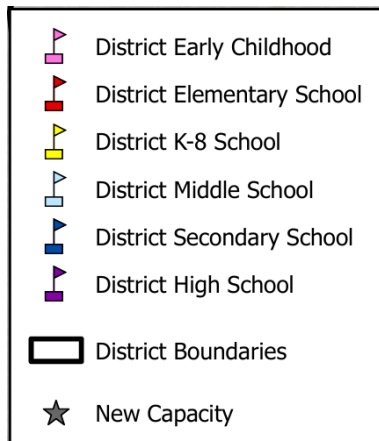
District 24 Special Programs

- District 24 houses a variety of special programs.
 - The table below includes specialized programming for the 2025-2026 school year in District 24.

	District 24	Queens
Schools with ASD Programs	8	33
<i>Horizon</i>	5	18
<i>Nest</i>	3	18
Schools with G&T Programs	7	39
Schools with Bilingual Ed Programs	25	87
<i>Dual Language (DL)</i>	9	36
<i>Transitional Bilingual Education (TBE)</i>	0	0
<i>DL/TBE</i>	16	51

Note: Schools with both Horizon and Nest programs are counted once in the top row but separately in the Horizon and Nest rows beneath.

District 24 All Schools Map



QUESTIONS?

District Planning Contact Information

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APPENDIX

Key Terms

- **Building Capacity:** The total number of students a building can accommodate based on the programmatic use of instructional rooms.
- **Building Utilization:** Total enrollment of all schools in a building divided by capacity.
- **The Enrollment, Capacity & Utilization Report (“Blue Book”):** An annual document published by SCA that provides information on school organization and school building utilization.
- **Instructional Footprint:** The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels it serves and number of classes per grade it offers. For existing schools, the Footprint is applied to the current number of classes a school is programming.
- **School Construction Authority (SCA):** City agency that manages the construction of new school buildings, additions, annexes, and capitably funded construction projects.